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ABSTRACT

This publication is based on the belief that identifying fundamental, though flexible, ideas and using them to recognize and deal with new problems are the most important aspects of a social studies program. Revised from the first printing in 1964, this bulletin suggests to teachers and curriculum supervisors one possible method for organizing the social studies subject matter in a meaningful pattern on a K through 12 basis, within a given year of instruction, or within a single teaching unit. Introductory statements are provided about the nature of Economics, Geography, History, Anthropology-Sociology, and Political Science and how each relates to the social studies. Basic concepts from each of these disciplines are identified and incorporated into major discipline generalizations. The major portion of the booklet is devoted to outlining developmental variants of these generalizations for each grade level. (JLB)

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A CONCEPTUAL FRAMEWORK for the SOCIAL STUDIES

SP 000 507

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kahl, State Superintendent

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Generalizations Incorporating

Major Social Studies Concepts

History	Anthropology-Sociology	Political Science
I. *Change* is inevitable, and the rate of change is uneven among and within societies. **(Change)**	I. *Man* is a unique being, and while each individual is unique in some ways, greater similarities exist among men than dissimilarities. **(Man)**	I. Every society creates *laws*. Penalties and *sanctions* are provided for violations of law. **(Power)**
II. Human experience is both continuous and interrelated. **(Continuity)**	II. Man has unique, common *needs* which are met within a *social* setting through membership in *primary* and *secondary* groups. **(Social being)**	II. *Governments* are established by man to provide protection and services. In some governments people delegate the authority; in others authority is imposed. **(Philosophy-ideology)**
III. Acts and events have both causes and consequences which are never simple and often complex. **(Cause and effect)**	III. Within these groups man develops accepted ways and means of meeting his needs and coping with the problems of living in groups. These ways and means are called *institutions.* **(Institutions)**	III. *Democracy* is government in which *decision making* is in the hands of the people who make their desires known through voting, political parties and pressure groups. Democracy seeks to protect the rights of individuals and minority groups. **(Decision making)**
IV. People tend to judge or interpret the past in the light of their own times and experience. **(Nature of evidence)**	IV. A society's whole system of institutions, including the *artifacts* it produces, constitutes its *culture.* All cultures have some common characteristics called *cultural universals.* **(Cultural universals)**	IV. *Citizenship* involves varying degrees of *obligations* and *privileges* depending upon the form of government. An active, educated citizenry is essential to a democracy. **(Citizenship - leadership)**
V. Each civilization has certain significant *values and beliefs* that evolve out of the developing culture, and in turn, influence its growth and development. **(Values and beliefs)**	V. Individuals learn accepted ways of perceiving, thinking and behaving from their culture and in turn can effect changes in that culture as it becomes inefficient or self-defeating in meeting the needs of the society it serves. (*acculturation, assimilation, cultural change*)	V. There is a division of responsibility and an *interdependence* at all levels of government: local, state and national. All nations of the world are becoming more interdependent. **(Institutions)**
	VI. This cultural change is a continuous and accelerating process, effected through *invention* and *borrowing.* Change in one facet of a culture brings about a change throughout that culture. **(Cultural change)**	

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A Conceptual Framework for the Social Studies in Wisconsin Schools

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Foreword

A Conceptual Framework for the Social Studies in Wisconsin Schools was issued in 1964. More than two years of intensive work had gone into its development. Now, three years later, this bulletin's influence and positive contributions to the improvement of social studies programs in Wisconsin, as well as in the nation, have been demonstrated. Consequently, the continuing demand for it as a curriculum guide has prompted the Wisconsin Social Studies Committee to recommend a third reprinting. However, this reprinting will include a number of revisions to provide further clarity and greater definitiveness.

This publication suggests a means of organizing subject matter in a meaningful pattern, not only on a K-12 basis, but also within a given year of instruction or even within a single teaching unit. In this bulletin basic ideas have been drawn from the various disciplines which contribute to the social studies offerings in our schools. Identifying fundamental ideas and using them to recognize and face new problems is the most important aspect of learning in our social studies program. However, fundamental ideas can at best be tentative and the continued experimentation, validation, and reconstruction of the basic ideas in a subject area may very well be one of the keys to more effective learning.

A Conceptual Framework for the Social Studies in Wisconsin Schools is a concerted attempt to provide for the busy teacher and curriculum planner accurate illustrations of *a* suggested basic subject structure with which they must work if the essential ideas and their related attitudes are to assume the proper role in *a* locally developed social studies program. However, in no way should this statement be construed as *the* only way to structure a program or any one of the disciplines covered. Subsequent publications, along with the continuing cooperative efforts of local school personnel, must continue to concentrate upon the matching of the differing abilities and inclinations of the students to the levels of difficulty encountered when dealing with the major concepts or generalizations.

In addition, it is hoped that a publication such as this will prompt all concerned to re-examine frequently the comprehensiveness and the soundness of the social studies offerings for which they are responsible. In this complex, closely interrelated world, our social studies courses no longer can be limited to the study of Western civilization. Today it is most apparent that we must be concerned with the nations of the East and Africa, for example, if we are to perpetuate and enrich the American way of life.

To the many educators who have so zealously worked both to prepare the original publication and to revise it, the Wisconsin State Department of Public Instruction expresses deep appreciation.

William C. Kahl
State Superintendent
of Public Instruction

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Introduction

Education

Education consists of the totality of experience that enables the individual to grow and develop as a human being. Each society charges its schools with the responsibility of encouraging individual growth through planned and purposeful activities.

Educators have continuously sought to describe their objectives in terms of specific sets of goals. Dr. Ralph Tyler and others have suggested four broad educational objectives: (1) knowledge, (2) cognitive processes, (3) values and attitudes, and (4) skills. Benjamin Bloom et al, in his *Taxonomy of Educational Objectives,* have attempted to develop a more precise system of categorizing and naming educational objectives. Writings of other scholars who have also considered this problem do not always coincide with Tyler or Bloom. Despite the inability to reach universally accepted nomenclature, the objectives listed above would seem to be appropriate means to the educational ends described in the first paragraph.

The Role of the Social Studies in Education

Each of the curricular areas assumes primary responsibility for a portion of the total educational program. Although the functions of the social studies are delimited, the educational responsibilities are considerable.

Each society attempts to transmit its culture or way of life to its young people. The tendency to perpetuate the status quo reflects the need that all societies feel for self preservation. In the "progress-oriented" United States, the school is also expected to assist in the change and improvement of the culture. This contradictory set of functions helps to explain the conflicts which sometimes confront social studies teachers.

While the pupil must learn to be a better observer and analyzer of society he must also be prepared to function effectively as a member of both primary and secondary groups. The list of such groups would extend from the family through the world community. At the same time the student must have those experiences that will help him to achieve personal autonomy.

The desired outcomes of the social studies are achieved as students grow in knowledge, cognitive processes, values and attitudes, and skills. Here the desired knowledge centers on matters such as the nature of man, the nature of the world, the heritage of the past and the totality of contemporary social life. The development of cognitive processes in the social studies should focus on these mental tasks as they relate to the work of the historian, the geographer, or the social scientist. The same type of specialization would be prescribed with respect to the areas of values and attitudes, and skills. These objectives are the means to the ends of social studies education which, in turn, is a means to the end of general education.

The history of American education reveals a faith in progress. In spite of changes that have come about from time to time educators have sought a still better way. The present "ferment in the social studies" is a product of multiple causes. These causes include the knowledge explosion and the accompanying technological revolution. The world in which we live is changing at an accelerating rate. Another factor which has led us to question past procedures in social studies education is that our insight has become more perceptive in recent years. The maturation of the behavioral and social sciences and the wide dissemination of their findings have provided insights which enable people to understand the contemporary scene better.

All educators are faced with the difficult task of determining the most appropriate education for the citizen of the future. This bulletin will center on one facet of educational objectives for the social studies — that of knowledge. Subsequent publications will examine other aspects of social studies.

A Conceptual Approach to the Social Studies

Factual knowledge is one aspect of the curriculum that most teachers recognize, teach, and test. Until recently most teachers, consciously or otherwise, have accepted the idea of the existence of a body of "conventional wisdom." This information answered the question "What should be known?" or "What should be taught?" Such a viewpoint is incomplete. While much of the knowledge that has stood the test of time will continue to merit consideration, much new, vital information has been generated. Not all facts can or should be learned; furthermore, these fragments of information often have little relevance in themselves. To resolve this problem, teachers should help students to collect and organize into concepts the multiplicity of facts that confront them.

While the term concept is now a part of most discussions of classroom learning and teaching, it remains a vague term and one subject to a variety of definitions. Very generally it can be said that concepts are the vehicles of thought. Man perceives much and experiences much, but perceptions and experiences alone have no meaning until man organizes them into concepts on the basis of common qualities or characteristics. Hence, a concept is a cognitive abstraction which is used to organize, give meaning to, and communicate human experience. One may speak of a city, for example, or refer to justice, and he is using an abstraction of a variety of perceptions and experiences. Accurate communication through the use of concepts depends on a certain degree of commonality of experience.

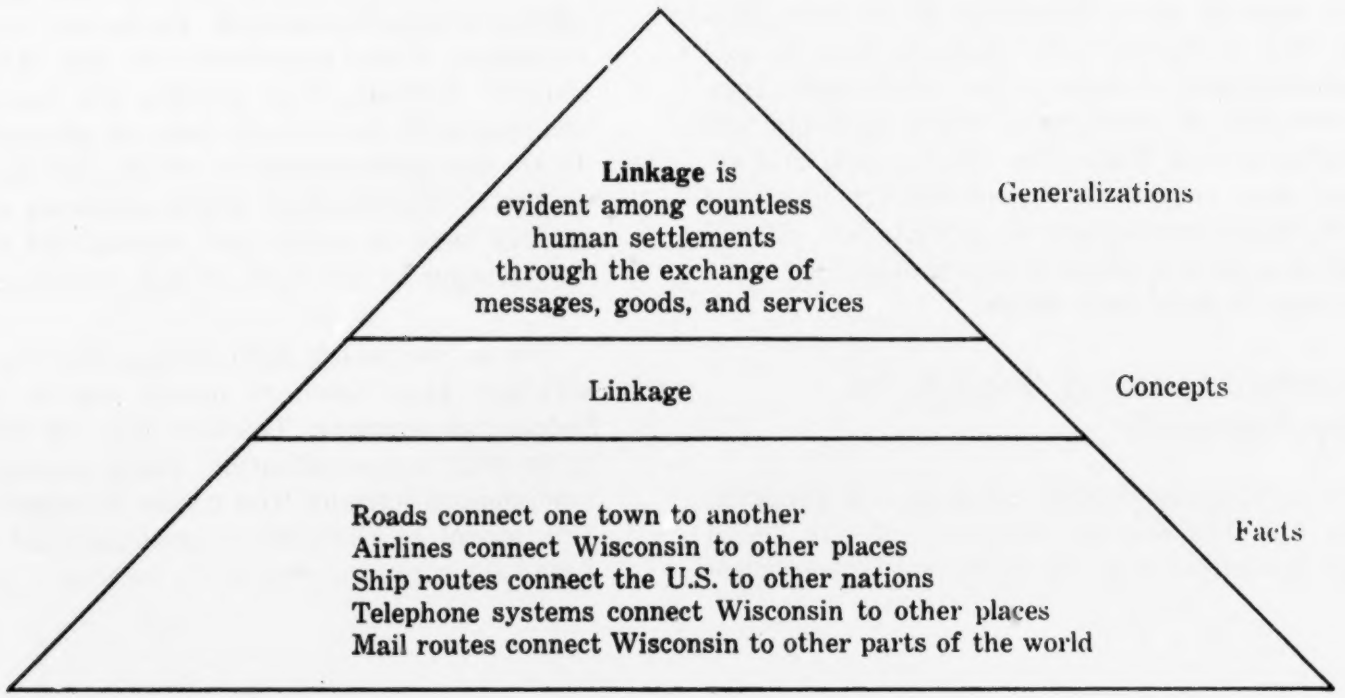
At least two important implications for education in history, geography, and the social sciences are suggested by this idea of concepts. First, each field of study has at its core concepts, which may or may not be unique to the field, but which are basic to its understanding. If one is to understand geography, therefore, it is necessary to understand such concepts as region and linkage. The concept of socialization is probably useful to both sociology and anthropology. A concept important to most, if not all, fields with which the social studies are concerned is change.

But while understanding a concept is synonymous with insight into a discipline, it also refers, secondly, to a mental process of attaching reliable meaning to experience. It seems to follow from these two points that concepts not only may serve as the most defensible knowledge objectives of social studies instruction, but conceptualizing suggests the nature of the **method** used in the teaching-learning situation as well, and it suggests, further, the nature of the appropriate objectives in the area of intellectual skills. In other words, the products of conceptualizing (the concepts themselves) constitute knowledge objectives, and the process of conceptualizing furnishes both skill objectives and method of instruction.

A concept, however, cannot accomplish all the tasks assigned to human knowledge. What is needed in addition is something that asserts a relationship among two or more concepts. For the purposes of the present guide a generalization refers to such a statement. In the teaching and learning process concepts and generalizations frequently appear together; indeed, some authorities suggest they are inseparable. As concepts develop (developmental variants) in the minds of the students, they are related to other concepts, generalizations, and social r e a l i t y through the process of generalizing.

Concepts and generalizations, as these terms are used here, may be thought of as levels of simplifying human experience: concepts bring order and meaning to data; generalizations bring order and meaning to concepts.

The generalizations used in this publication and the major concepts which they incorporate are offered as significant ideas which the disciplines can contribute to the general education of Wisconsin youth. It is not intended that they serve as ultimate truths but as descriptions of reality credible in light of present scholarship. The following is an example of a hierarchy of symbolic abstractions appropriate to geography.


Linkage is evident among countless human settlements through the exchange of messages, goods, and services
Generalizations
Linkage
Concepts
Roads connect one town to another
Airlines connect Wisconsin to other places
Ship routes connect the U.S. to other nations
Telephone systems connect Wisconsin to other places
Mail routes connect Wisconsin to other parts of the world
Facts

On the foldout pages of the cover, the members of the State Social Studies Committee have attempted to identify those concepts which seem basic to the social studies. Again, it is worth noting that these basic concepts are imbedded within several generalizations which in turn attempt to define the structure or nature of history, geography, and the social sciences. Many educators feel that the internalization of basic concepts and the acquisition of an understanding of the structure of each social studies discipline would provide the future citizen with the knowledge he needs for effective living in a democratic society. The reader will recall that this is but one of four educational objectives described earlier.

A complete list of concepts that is acceptable to all scholars has not yet been developed; perhaps it never will be. Likewise the structure (the way ideas are related within a discipline) of the disciplines cannot be fully agreed upon by scholars. Careful study of the generalizations on the fold out cover may suggest the structure of economics, political science, anthropology, and sociology. At the same time history and geography are integrative disciplines, in that their structure centers on the function of the discipline rather than a specific cultural institution. History examines the institutions of a society, their interrelationships with the society, and the interrelationships of cultures in terms of time. Geography does the same thing, in terms of spatial relationships. The theoretical and speculative nature of these ideas demands that the content of this document be considered tentative in nature, and subject to clarification by future publications.

The pages within this bulletin attempt to demonstrate how the course content at each grade level can be used to develop these concepts and generalizations in a spiralling manner from kindergarten through the 12th grade. By following any strand, the reader will note that the developmental variants emerge in greater depth and sophistication at each succeeding grade level.

This bulletin suggests the interrelated nature of history, geography, and the social sciences. An "orchestration" of these areas is implied in the developmental variants which appear at each grade level. This approach would encourage the teacher and students to draw against the concepts and structure of the several social studies areas in the consideration of any topic or problem.

It is not intended, however, that the statements of the generalizations nor the developmental variants will be taught as items to be committed to memory, but rather as illuminating ideas or analytic generalizations which will emerge from what has been studied. Care should be taken that the concepts do emerge and then are applied to new information and new situations. Mere verbalization of rules or masses of information is not

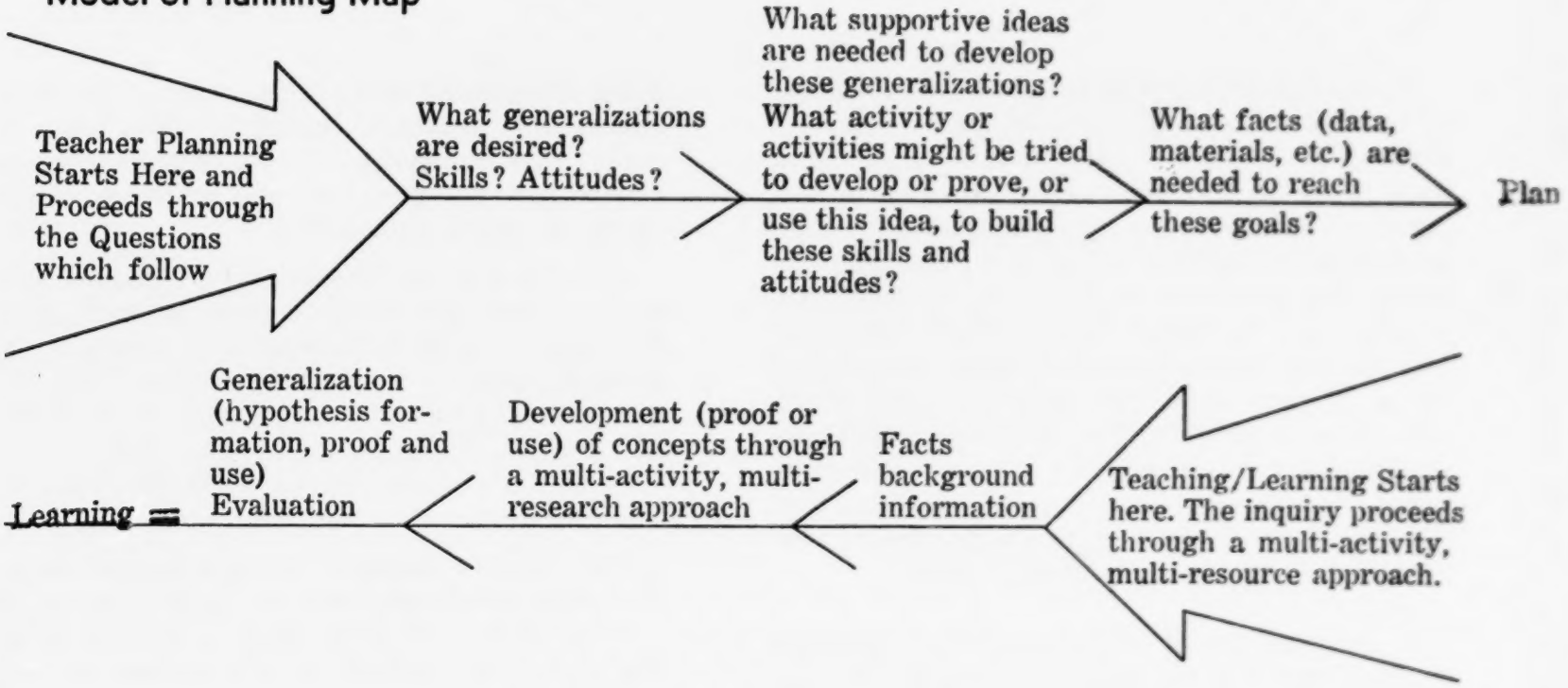
effective social studies education. Students should be helped to acquire meaning by use of the common elements presented. As students use the conceptual strands they should be given new challenges and presented with opportunities to see new applications at even higher levels until they gain the skill of arriving at valid analyses and generalizations of their own. Since scope and sequences may vary from school district to school district, these developmental variants are offered merely as examples of what can be done by groups of teachers to meet local needs.

Conceptual Learning through the Inquiry Approach

The major social studies concepts and generalizations and the related structure of the social studies disciplines may be developed through the inquiry process. Such inquiry-centered approaches parallel the processes used by the social scientist. The concepts and generalizations are open to continual experimentation, validation, and reconstruction. These procedures do not offer "final truths." Instead, they provide the basis for an awareness of the tentativeness of generalizations. Thus, the generalizations which are formed act as the springboard by which students may constantly seek to verify and reconstruct their understanding in the light of new evidence.

The model which follows suggests the general strategy that teachers might use to approach conceptual learning. Teachers can use this model to develop a generalization, major concept, or developmental variant. The reader is urged to apply this model to the actual developmental variants listed for a grade level of his interest.

Model of Planning Map


Teacher Planning Starts Here and Proceeds through the Questions which follow
What generalizations are desired? Skills? Attitudes?
What supportive ideas are needed to develop these generalizations?
What activity or activities might be tried to develop or prove, or use this idea, to build these skills and attitudes?
What facts (data, materials, etc.) are needed to reach these goals?
Plan
Teaching/Learning Starts here. The inquiry proceeds through a multi-activity, multi-resource approach.
Facts background information
Development (proof or use) of concepts through a multi-activity, multi-research approach
Generalization (hypothesis formation, proof and use) Evaluation
Learning =

In this way, the students with the teacher's guidance will discover social studies generalizations from a body of content. The ability to make and test generalizations, and to apply them to new situations, must be developed through practice over a long period of time.

The Future

The "Conceptual and Structural Framework for the Social Studies of Wisconsin Schools" is the first step in what can be a long march toward better social studies teaching and learning. The State Committee recognizes that teachers presently seek greater insight into values and attitudes, cognitive processes, skills, and evaluation as they relate to the social studies. Teachers also seek a means of integrating all of these factors in a meaningful way into daily lesson planning. Future publications of the Committee will attempt to provide help in these areas.

History

History is more than a record of the past. It is a force in itself which helps to shape the present and the future. Studying history through secondary sources may help students find explanations for the present and ways to prepare themselves for the future, but there is more to be gained than this. Since life is a bewildering series of alternatives, delving into history at a primary source may identify the paths that were previously selected by choice or accident and evaluate the impact of those selections on today's and tomorrow's generations. While history does provide background for literature and the arts, for the social and physical sciences, its importance as a determining influence needs to be discovered by today's students.

History is one of the integrative subjects of the social studies. Whereas the social sciences each deal with selected aspects of society, history must deal with them all. From his study of history the student gains insights into the many factors that shape the past, present and future. He sees how complex are the causes that lead to historical ideas and events. It is this function of history that makes it the synthesizing force so essential to all of the social studies.

The historian deals with original source material, documents, diaries, and other records of the time. He must sift, weigh, and evaluate the sources of his information before drawing conclusions as to what his data show. From the methods of the historian the student will learn to respect the historian's craft: to understand the importance of weighing evidence, and of withholding judgment until he knows the facts. He will discover that demonstrable facts are indeed rare, that evidence is incomplete, and that the historian in reconstructing and evaluating is going through a process which people go through daily as they make the judgments and decisions which shape their lives. He also may learn that history is more than a book and that it is something that has happened to him, to his friends, to his local community as well as to places remote in time and place. He learns also that the historian must interpret, and that his interpretations may change or be changed by other historians from time to time as new facts are learned, new interests develop, or new viewpoints arise.

As the learner matures, he comes to realize that there are several, and many times conflicting, interpretations of history. This realization may be best achieved through contacts with broadminded instructors who are neither absolutely certain about their own opinions nor overly confident as to the conclusions of current thought. This should help youngsters to sense that there is no single explanation of all human experiences, past and present, and thus to avoid over-simplification and hastily constructed generalizations. Above all, these young learners must be helped to see that while classroom solutions to domestic and world problems may seem relatively easy, those in positions which actually affect policy have truly an awesome challenge when they face questions which are rarely an unequivocal black or white.

While the active study of history must be concerned with historical facts, its most important result should be an awakening of the student's interest in the past. To do this, a student should have an opportunity to give meaning to each historical episode, a chance to draw together his findings and to reach tentative conclusion concerning the human experiences being studied. Our primary concern, more often than not, will be the illustration of history's importance in shedding light on the contemporary world. Even though caution must be used in this stress upon the "usefulness" of history, it appears imperative that students grow in their realization that the most dependable answers have their beginnings, at least, in the historical review of the problems. A teacher should never forget nor let his students forget that history is people, real flesh and blood people, speaking truthfully and lying, confronting and evading, acting and failing to act, serving and being served, deciding and failing to decide, judging fairly and unfairly.

As the maturity of the history student develops, so must the opportunity for at least tentative interpretation be increased. The building blocks of history — facts, episodes, anecdotes, dates — are to be selected, sorted, integrated, and evaluated. At first this will undoubtedly place the greatest burden directly upon the instructor. The teacher thoroughly prepared in history will be able to help the student grow in his ability to choose, analyze, synthesize, and interpret. Teachers of

history should not only be concerned with communicating facts; they must also assume the responsibility of imparting a workable technique for finding and using them. The pupil should be presented with the raw materials of history which will become the frame for his own hypotheses. Too often, however, the thrill of collecting the facts and the excitement of reaching his own tentative conclusions is denied the learner because he is forced to master a pre-selected body of facts and interpretations. In the process of becoming his own historian the pupil should have some experience with primary as well as secondary sources. He should be guided by his teacher in making discoveries which are increasingly his own, based on his own reading, his own searching, and his own thinking.

Geography

Geography is concerned with understanding the location and spatial arrangements of things on the earth. Knowing the location or the spatial arrangement, although important, is not enough. The student of geography tries to learn the causes and the consequences. Why did a great steel-making center develop at Pittsburgh? What significance does the development have for Pittsburgh?—for the United States?—for the world? Striving for answers to such questions, geographers gain a better understanding of the earth as the home of man.

Geographers seek to understand man and his earth through several approaches. Fundamental in every approach is use of the map. It is used to plot different areal distributions and to analyze the areal arrangements and the cause and effect relationships among them. It is also a device for generalization. The selection of the map scale, the data to be represented, and the symbols to be used, are exercises in generalization. Students should begin early in very simple ways to read maps and to represent on maps the kinds, amounts and areal arrangements at accurate scales and degrees of generalization.

The student of geography must first develop a knowledge of the physical earth itself—its size, shape and movements, and the materials and natural processes of its surface.

Secondly, he must build mental-image maps of the spatial arrangement over the earth of important kinds of phenomena. This development should begin early and the mental maps should increase in number and refinement grade by grade. Before he leaves high school, the student should have acquired reasonably accurate, usable, mental-image world maps of such things as land and water bodies, landforms, climate, soil, water and biotic resources, people, cultural characteristics of people, such as language or level of technology, major economic activities, transportation, and political units and alliances. The building of such mental-image maps becomes exciting and relatively easy provided the student is expertly guided in seeking to understand the processes by which the distributional patterns develop and their cause and effect interrelationship.

Third, geography encourages interest in and appreciation of places. The character of a place arises out of the areal association, at a particular location on the earth, of the many kinds of phenomena and processes listed in the preceding paragraph. Thus an accomplished student of geography should be able to place his finger at almost any spot on the globe and give a reasonable idea of what kind of place it is. He would be able to visualize that particular place as a tiny piece of many interrelated, worldwide distributions. Of course, being a student of geography, he would want to study further or even visit the place in order to discover how its actual characteristics differ from those he hypothesizes.

Geographers make use of the mental concept "region." In its simplest form, a region is an area which is delimited on a map or globe as being significantly different from other adjacent areas on the basis of one or more selected characteristics. Like many other concepts in geography, the region is useful from the elementary grades to the highest levels. First graders may distinguish the playground "region" from the lawn and garden "region" of the school premises. Older students may distinguish business district, factory district and residential districts of their city. Still more advanced students might attempt to define the wholesale trade region of a city or to regionalize the agriculture of a country.

The study of areal distributions, the examination of particular places, and the delimitation of regions helps the geographer to understand how earth space is organized. People use different earth spaces or areas in different ways. They link or interconnect the different areas with transportation and communication routes. They move themselves and messages and goods over the routes. They conduct their governments and even such things as religious or recreational activities within particular spatial arrangements.

Each of their economic activities is organized and functions in space. For example, the steel mills of Pittsburgh operate within a spatial organization that includes routes to various sources of raw materials, labor, capital and managements and to distant markets and other kinds of industry. The geographer is interested in such particular examples because of their own importance and because they may help him to discover basic patterns, concepts, or laws about the organization of earth space.

It should be clear that geography, like history, is an integrative subject. It studies not only people and almost all of their activities, but also the earth and earth processes. Consequently it links the social with the natural sciences. Whereas the integrative link in history is sequential relationships or time, the link in geography is areal relationships or space. But since areal distributions and spatial relationships develop and change during time, geographic study must often reach into the past to discover the "geography" of an earlier period in order to understand how the present geography developed. Such historical geography seeks to understand how people appraise and reappraise, use and modify, organize and reorganize earth spaces, as their own ideas and those of world society develop and change.

Anthropology-Sociology

Anthropology and sociology are concerned with the study of man in groups. Since the social studies encompass the whole range of man's activities as a social being, they draw upon the disciplines of anthropology and sociology to help the learner bridge the gap between his self-concept and society, between individual identity and identification with a group — be it the family, the school community, or broader communities extending out into the world.

Anthropology is constantly in touch with other disciplines. It helps to link the biological and social sciences as a comparative study of man and his works. The biotic, psychic, social, and cultural aspects of man are considered within two frames of reference: one is concerned with man in his contemporary setting or as an historical individual; the other is concerned with the evolution of man as man and his place in the scheme of life on earth. Within these frames of reference, anthropology focuses upon how culture is adapted to serve man's needs on the one hand and how man adapts to the cultural conditions on the other. The anthropologist is concerned with changes in the social group, the value system, the language patterns, the political leadership, and the technology of a society as it adapts to cultural change. He is very concerned with the changes or innovations in the viable traditions of a culture. Around these areas of emphasis the anthropologist builds his major generalizations.

The introduction into the classroom of the techniques and observations of the anthropologist can help the learner to achieve a sympathetic objectivity in exploring his own as well as other cultures.

Sociology focuses upon those aspects of human behavior which are directly related to the fact that man lives in groups. It is concerned with the way human groups are organized, how they function and change, and how human behavior is affected by interaction with other human beings through the processes of group living. The sociologist views the general structure of society at six different levels of inquiry: values, institutions, organizations, groups, status positions, and social roles. At any given level he is concerned with the similarities and diversities of society as well as with the interrelationships among the levels.

There are certain commonalities found in all societies. Each society seeks to insure group survival. Each society devises ways and means for providing food, clothing, and shelter. Each society develops a rationale which internalizes the need for reproduction, for socialization, for production of goods and services, for social control, and for providing meaning and motivation for the "good life."

Diversity and variation within a given and comparative social structure represents the other point of inquiry. How man in a given time or how different generations in a given time relate to their social institutions provides insights into man as a social being, as well as how he relates to his self-concept, to the meanings of his world of work, and to his relationships with his fellow man.

The sociologist studies these activities of men — their commonalities and diversities — with as much scientific precision as possible. In his quest for knowledge, the sociologist employs a variety of quantitative and statistical techniques in gathering and analyzing his data. These help him to see interrelationships and assist him in formu-

lating generalizations about social organization and disorganization which, in turn, aid in predicting social behavior. Thus the contents and methods of sociology can make a significant contribution to the learner's understanding of himself and others while developing problem-solving skills in a meaningful social context.

Economics

Economics has been defined as the study of how limited resources may be most efficiently utilized in order to serve the unlimited wants of human beings. It describes how we produce and distribute the goods and services we want and examines the activities of people who produce, save, spend, pay taxes, and perform personal services for the purpose of satisfying their wants for food and shelter, their desire for new conveniences and comforts, and their collective wants for such things as education and national defense.

The conflict between unlimited wants and limited resources is the central problem of any economy. Every economy once had too few goods, services, and able people. Some economies have begun to produce an abundance of goods and services, but scarcity still persists in much of the world today.

Man constantly tries to narrow the gap between limited resources and unlimited wants. Specialization of labor increases productive efficiency and is the result of man's desire to produce more, better, and faster. Specialization, however, leads to interdependence. Individuals, industries, and nations today are economically interdependent. In the modern economic world, particularly in highly industrialized societies, no man, no family, no industry, no community, no nation is economically independent.

Economic institutions—i.e., money, banking, credit, markets, corporations, labor unions, tariffs—are universal and a significant feature of every economy. Similarly, every economy has certain significant economic values and beliefs—i.e., the role of profit, competition, private enterprise, government, and thrift. These values and beliefs influence economic thought, economic policies, economic decisions, and the search for solutions concerning persistent economic problems.

Every economy is faced with four fundamental economic decisions: 1) What and how much to produce? 2) How much of and in what way labor, resources, and capital are to be used? 3) Are the goods and services for immediate consumption or further production? 4) How shall goods and services be distributed?

Economic and political affairs are inseparably linked. In fact, politics has been defined as economics in action! Economic policies and economic decisions are major concerns at every level of government. The welfare of business, industry, labor, agriculture, and the consumer is important in the programs of our major political parties. It has been said that economics is the mainspring of government. The fate of our nation may well hinge on the economic knowledge of our political leaders.

Some of the most violent historic struggles between men and nations have been fought over economic matters. Economics is the social science that has sent men to barricades. It is an exciting and controversial study that deals with world-shaking and even dangerous ideas. However, this does not mean that students must be mature intellectually before they can study and understand economic concepts. The study of economic concepts and economic problems should properly begin in the grades and continue as an important element in the social studies offerings from kindergarten through the twelfth grade.

A practical understanding of economic affairs is helpful to all of us; the analytical tools acquired in economics can help us better understand our society. Economics can help the individual consumer spend more wisely. Every dollar spent is a vote for something and a vote withheld from something else. Individual economic decisions added up help to determine the direction of the economy, whether it will grow and expand, or whether it will contract and slide into a business recession.

The study of economics is important to the individual and to society both for the knowledge it provides and the analytical thinking it requires. Economic literacy is vital to our well-being as individuals and as Americans. In few other areas is the penalty for ignorance so great. Valid information about our economy should be available to our students at an early age. Economic literacy is indispensable to effective citizenship.

Political Science

As a discipline, political science is the study of man's political behavior as well as of his political institutions. This includes the theory and practice of organizing and controlling the power needed to formulate public policy and administer the public services. In turn, political science may be divided into political theory, public law, politics, public administration, national, state, and local government, comparative government, and international relations.

Although political science is a study of government, it is not limited to the study of formal structure of government. Among areas of particular interest are these: goals of politics and processes of gaining them; methods of decision-making; the character and types of political leadership; protection of minorities; and the understanding of various ideologies. Government is inseparable from man and society; focusing itself specifically upon that area of social life concerned with consent, control, power and authority. A study of the role of law in any society brings out the relationships of individuals to the legal system, to sanction, to the courts, and to justice.

Political scientists recognize the necessity for young people to acquire certain knowledge and develop certain attitudes and understandings about the state, local and national community, and the world community in which they live.

The political theorist seeks to bring together existing knowledge about the state, drawing from specialists within and without the social sciences. This knowledge is tied together by principles, conclusions, and valid generalizations. There is a constant interplay between hypothesis and data — the data giving the basis for hypothesis — hypothesis giving direction to the seeking of data.

In a democracy the exercise of power is in the hands of the people; therefore democracy is dependent upon an educated and informed citizenry which recognizes the need for a balance of rights and responsibilities. A study of political science can be thought of as helping individuals to become aware of their opportunities and obligations as citizens.

A thorough understanding of the operation of American political institutions and a full appreciation of the importance of responsible individual citizenship are necessary if the American system is to persist. Today's ever-accelerating changes will continually demand even greater decision-making skills. Political science has a structure and a method of research which can aid citizenship education.

However, it is no panacea; it is not a set of maxims for people to follow. Citizens are not created simply by get-out-the-vote campaigns. Citizenship is a process, not an end. It begins in the home, it is nurtured in school, and it is visible only as a person becomes active in the community.

Developmental Variants

Kindergarten:

History	Anthropology-Sociology	Political Science
School rules and routines differ from (but are related to) those of the family.	People in the same family usually have similar characteristics.	People make rules in their home, school, and community for their safety and health. Punishment follows when rules or laws are broken.
Holidays commemorate our historical heritage.	The family is the basic social group. In general, it provides for our basic needs and desires — food, clothing, shelter, security, and affection.	Authority in the home resides in the parents; in the school, authority is the province of the teacher.
Change may help some people and hurt others.	Families and schools provide the opportunities for young people to learn.	A democratic society, or group, is one in which opinions are freely expressed and where the rights of all are respected.
What people do and say affects others.	As people learn various skills, they gain satisfaction and enjoyment.	Being a good citizen begins at home and at school. It involves reaching agreement in making rules and assuming responsibility for one's own actions.
As people gain in their knowledge of the world they understand why the world is different from what it was when parents were children.	People continually learn new things as they grow older.	Home and school share responsibility to encourage behavior and attitudes which are favorable toward the community.
Games are more enjoyable when players play fairly and take turns.	Families and schools need rules and regulations for the good of all.	

Home and School

Economics	Geography
All members of a family are consumers; a limited number are the producers of goods and services.	Home and school are located on earth. Each is located a particular distance and in a particular direction from the other.
The performing of special assignments (division of labor) in a cooperative manner on the part of everyone in the household increases the efficiency of the home.	A diagram of one's home or school is a type of map.
The productive members of the family receive money for their work. With this they buy goods and services they need but do not produce.	Each home is a unique unit. A family living in a home may be different in many ways from those living in other homes.
Family income spent for various needs influences decisions as to what goods and services are to be produced. If money is spent for a vacation, there may be none left for a new television set.	School is linked to the homes from which the pupils come.
Pure food and drug laws have been passed to protect the family's well being.	Earth materials have been used to build our homes and schools. Different materials may be used to build new homes or schools.

Developmental Variants

Grade One:

History	Anthropology-Sociology	Political Science
Being a member of a group requires many adjustments.	People work together in their homes, schools, and neighborhoods to help meet their basic needs and wants.	People benefit when everyone obeys laws. Fire drill rules and rules governing the use of playground equipment are two examples of how the school protects pupils. The policeman helps and protects people by arresting those who break the law.
Family customs and traditions are passed on from parents to children.	Families in the same neighborhood usually meet their basic needs in similar ways.	School, fire department, police department, and other governmental agencies were developed by man to promote his welfare. The local government pays for all of its agencies through taxation.
Being a member of a group requires many adjustments.	People in the same neighborhood usually have similar cultural traits — language, customs, values and beliefs, and ways of doing things.	People working together are more effective when they respect the feelings of individuals, and when they accept the differences found in the group.
School rules are for the good of all.	Many basic values and beliefs are obtained early in life from families, school, and neighborhood.	Parents, teachers, and others in a community can work together to bring about a desired change. Voting is a part of active citizenship.
Much can be learned from books, magazines, and newspapers.	The new things people learn help them change their homes and neighborhoods.	The police and others cooperate with the home and school in working with children.
Every person is important as an individual and has equal rights and liberties.	In their families, schools, and neighborhoods, people learn some of the main rules for getting along with each other, such as cooperation, fairness, respect for others, etc.	

Home, School, Neighborhood

Economics	Geography
Individuals and families want more than they can have. They are constantly faced with such choices as candy or a pencil, a TV or a new furnace, a new roof or a vacation.	A home is located at a certain distance and in a particular direction from school. Each home in the neighborhood is a certain distance and in a particular direction from the others.
The children in most classrooms represent a variety of commercial, industrial and professional specialities which form a pattern of increasing productivity in the community.	A diagram showing the arrangement of the neighborhood is a type of map. Directions and distance can be shown on these diagrams
The teacher, for example, as a producer is paid for her special services; with this income she purchases a wide variety of the products and services of others.	In the neighborhood some land is used for houses, some for the school, some for the church, some for streets, and some for stores. Each neighborhood may be different in some respects from other neighborhoods.
Individuals in America are free to acquire property and to seek their living by making use of this property for production.	Homes are linked to other homes in the neighborhood through playmates, through those who bring the newspapers, and to the stores where the things needed are purchased.
Bus and train fares, for example, are regulated by the government in order to protect both the passenger and the company providing the transportation.	The homes, school, streets and sidewalks are made of earth materials. A new home or sidewalk changes the neighborhood. Living things use air, water and food from the land.

Developmental Variants

Grade Two:

History	Anthropology-Sociology	Political Science
Communities today differ from communities of earlier times. Changes may still be seen going on within most communities.	People in neighboring areas who have a similar way of living form a community or society.	The local community makes laws also. People strive continually for justice and order through law and government. People are punished for not obeying laws.
A community is a product of its past and tends to be restricted by it.	Communities are made up of various groups of people — families, religious groups, people of similar national origins, etc.	City hall, town hall, or village hall are the homes of community government. Voters delegate authority directly to elected officials and indirectly to appointed officials.
Rapid growth creates difficult community problems.	Communities close together tend to be more alike culturally than those farther apart since they usually have greater opportunities to learn from each other.	Adults elect men and women from their community to operate the local government including the schools. Most elected officials are paid for their work, but some people serve their community with no pay.
Where a community is located may have much to do with its growth and development.	Communities establish patterns of individual and group behavior their members are expected to follow if they wish to remain in good standing.	A democratically organized society or group reaches its highest peak of efficiency when each member assumes his full share of responsibility.
Everything in print is not necessarily true.	Changes in a community do not always indicate progress.	Local, state, and national governments levy and collect taxes, some of which are used in the local community.
In a democracy, all persons should be considered as individuals and judged on their own merit.	Communities have many institutions to meet the needs of their people — schools, churches, local governmental units, hospitals, etc.	

Community Life

Economics	Geography
To obtain the things needed, people must do useful work, usually away from home.	The community is located in a state and in the United States at certain distances and directions from nearby communities.
By using construction specialists, such as the roofer, the electrician, and the plumber, families and communities are able to build homes and schools more efficiently.	Diagrams showing the homes, schools, stores and farms are types of maps. Directions and distances can be shown on them. Roads and rivers are shown by different symbols than are homes and stores.
Community goods and services are produced by its government; individuals pay for government goods and services through taxes.	Some communities are small, some are large. Some consist mostly of apartment buildings, offices and stores.
A person may save part of his income; these savings, in turn, may be used to build stores, barber shops, and factories for more production.	The community is linked to the farms from which food is obtained. Farmers get machines and clothing from the stores in the city.
Regulations are passed to assure safe and pleasant working conditions in both public and privately owned buildings.	As the community grows some farm land is changed. It is used for streets, sidewalks, yards, houses and schools.

Developmental Variants

Grade Three: Community

History	Anthropology-Sociology	Political Science
Some communities change more rapidly than others.	Human beings everywhere are quite alike in general body appearance.	Rules and regulations are a part of community life everywhere. Self-discipline enables people to live and work together in harmony, and it can be more effective than external sanctions.
Customs and ways of doing things often outlive their usefulness.	Different patterns of family life are found in different communities.	Local forms of government can vary from community to community within the state as well as from country to country.
Every community encounters problems in providing certain public services.	Although people everywhere have similar needs and desires, their ways of meeting them differ according to their culture. Ways of living different from our own are not necessarily worse or better than ours—they are merely different.	Democratically organized communities outside as well as inside the United States operate under certain principles such as majority rule, individual and minority rule, individual and minority rights, which are basic to democracy no matter where people live.
Every community makes certain decisions on matters of public concern that may help or harm future growth and development.	Nearly all communities provide some opportunities for the self-expression of their members and for their pleasure and satisfaction through their culture.	The residents of many communities around the world are active members of local political organizations seeking to change local conditions.
Better historical records exist for some communities than others.	Change does not occur at the same time or at the same rate in all communities. Some communities are more receptive to change than others.	Communities in the world tend to become closely related as transportation and communications improve.
In a democracy, we believe individuals and group differences should be respected.	Communities often cooperate to meet the needs of their people, but sometimes there is conflict among them.	

Life in Other Lands

Economics	Geography
Because of limited resources and man's ever-increasing needs, each community must make the wisest possible use of all its human and natural resources.	The community is located on a revolving sphere. There are many different communities on the earth. It takes longer to go to some than to others because of the distance and also because of the way chosen to travel.
Man's effective use of machines has increased his productivity; this increased capacity to produce may influence the individual's and the community's standard of living.	The most accurate map of the whole earth is a globe. The globe shows the large land masses and the large bodies of water. Some globes show the rivers, mountains, and other physical features. Some show each country in a different color.
The earning and spending of money indirectly produces for local consumption fruit from Central America, clothing from New York City, TV shows from California, and art objects from the Far East.	Some communities are in farming regions, some are in fishing villages, some are in the forests, and some are in places where there are many factories.
How much people can earn and thus demand in goods and services depends in great part on how skilled they are and how much their skills are needed.	The community gets food, clothing and other things needed from other communities. The people of most communities trade with people of other places.
Governments throughout the world vary greatly in the degree to which they provide assistance to dependent children and the aged; two groups whose members may be the victims of an inadequate distribution of income.	Farmers, miners, fishermen, or factory workers use the earth in different ways. Some communities have not changed much for a long time. Some are changing more quickly.

Developmental Variants

Grade Four:

History	Anthropology-Sociology	Political Science
Early settlers came here from many parts of the world and brought many changes in the area that became Wisconsin.	Although they looked somewhat different, the Indians lived in families and communities and carried on many activities similar to those of the white settlers.	There are state laws as well as community rules and regulations. People cannot live or work together without laws.
The same general pattern of development took place in many Wisconsin communities.	Families from many parts of the world settled in different Wisconsin communities.	Wisconsin's government, housed in Madison, evolved under the terms of the Northwest Ordinance until the state was created.
Wisconsin citizens have often been leaders in bringing improvements to the entire nation.	There are some similarities and differences in the cultural patterns of various Wisconsin communities.	The state government is democratically organized, and its officials are elected by the people.
People and events in far away places helped to influence the development of Wisconsin.	The people of Wisconsin have blended various social, ethnic and economic differences to form typical United States citizens.	People from many foreign countries settled in Wisconsin and took an active part in shaping the policies established by the government.
Early records, diaries, newspapers, and artifacts provide much information on the historical development of Wisconsin.	Important changes have taken place in Wisconsin agriculture, industry, and other aspects of life. Urbanization is a major trend	Some responsibilities of the state and local government overlap or complement each other; other responsibilities are specifically delegated to particular levels of government.
Citizens of Wisconsin usually have demonstrated a concern for the rights of minorities.	All communities in the state have laws and customs, but they are not the same everywhere.	

Wisconsin

Economics	Geography
Scarcity, rather than abundance, now characterizes Wisconsin's forest resources.	Wisconsin occupies a particular place in the United States and on the earth which is related to all other places in terms of distance, direction, time and size.
Lack of specialization in pioneer Wisconsin forced its early settlers to spend most of their time securing a minimum of food, clothing, and shelter for survival.	Wisconsin's location on the globe and on the North American continent can be shown on a variety of maps. The arrangements of many geographic elements of Wisconsin may be recorded on maps. Such elements might include lakes, soil, forests, people, cities, farms, cattle, etc.
The economic limitations of frontier self-sufficiency had to be endured until adequate means of transportation were established in Wisconsin.	On the basis of selected characteristics such as population density, dominant occupations, political divisions, or physical features, Wisconsin may be divided into regions.
Wisconsin's dairy industry has had to decide, on the basis of consumer demand, what portions of its resources and efforts will be devoted to the production of butter, gourmet cheeses, powdered milk, etc. This, in turn, determines the kinds of dairy-related skills in demand.	Wisconsin is linked to other states and other areas of the world in many ways. Communities in Wisconsin are linked to other communities within the state in many different ways.
Among other things the "Wisconsin idea" has meant a willingness on the part of its government to meet the people's economic needs; for example, as early as 1913 Wisconsin passed minimum-wage laws to protect its workers.	In appraising and using the different natural elements of Wisconsin, people have changed them into "cultural" landscapes containing varying numbers of people, newer varieties of plants, animals, farms, buildings, roads, etc. The areal distribution patterns have changed from time to time.

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Developmental Variants

Grade Five: United

History	Anthropology-Sociology	Political Science
The people of the United States have met their problems with varying degrees of success.	The United States today has the natural resources and technical know-how to meet the basic needs of most of its people.	The Constitution is the supreme law of the land — it gives Congress the power to enact national laws.
Our colonial experience helped to shape our national government and our Federal Constitution.	People from many different social, economic, ethnic, and national groups have settled in this country.	In the United States the institutions of representative government were extended beyond those ever attempted by man before.
The typical American enjoys a high standard of living, but roughly one-fifth of our citizens are poor.	The varied backgrounds of the many groups that came to this country have blended to form a national culture with regional differences.	Individualism and equality of opportunity, basic to democracy, are frequently challenged by the racist.
Events in Europe influenced the historical development of the United States.	American values and beliefs have led to the creation of a system of free public education.	The citizens of the community support the schools and other local services and agencies through payment of taxes and participating in efforts to improve their community.
Some historical events are more completely documented than others.	"Cultural lag" occurs when changes in ideas and institutions do not keep up with technological changes. This often creates social problems.	Local, state, and national governments often assist one another meeting the needs of the people.
In a democracy we believe people should behave in ways that do not interfere with the rights of others.	Because Americans believe educated citizens are necessary if democracy is to work, they have created a unique system of free public education.	

States Geography and History

Economics	Geography
While abundant natural resources alone do not insure a high standard of living, unequal distribution of natural resources has been a contributing factor to "pockets of poverty" in all stages of American development.	The United States occupies a uniquely located part of the rotating spherical earth and is related to all other nations in terms of size, distance, direction and time.
Only simple machines were used in Colonial America. At that time few inventors contemplated more complex machines; and there were few skilled craftsmen available to make those contemplated.	The distributional arrangement and interrelationships of selected geographic elements may be recorded and studied on maps. The comparative position of the U.S. on the earth with respect to other nations or with respect to the Poles and the Equator may be shown. Maps of the U.S. and the various states are often shown with different scales.
The dignity of the laborer, in contrast with the attitude of feudalism and mercantilism toward labor, was a unique feature of the American colonies. This meant that his reasonably ample reward for work became a most significant power in the developing market.	On the basis of selected elements or characteristics, such as land forms, population density, products, political divisions or drainage basins, significant single feature regions may be delimited.
The development of machines has changed America from an agricultural to an industrial society; this development has also tended to shift people from production of goods to production of services such as those of the doctor, lawyer, repairman, etc.	The country is linked to other parts of the U.S. in many different ways. Goods and services may be received from many parts of the country and in turn the community may supply goods and services to other communities throughout the nation.
American enterprise has been predicated upon the conviction that an individual has the right to attempt to sell his goods or services for enough to cover the cost of production and to realize a fair profit.	Different occupiers of the land, including Indians and Europeans, have applied knowledge, tools, and ways of working to the natural habitat. As each group of settlers discovered and appraised the natural elements, they developed differing ways of living and working which have changed from time to time during the history of the country.

Developmental Variants

Grade Six: Selected Cultures (Food Gathering,

History	Anthropology-Sociology	Political Science
The rate of cultural change varies from one country to another. The degree of social, political, and economic development will influence the rate of change.	Notions about race arose from the fact that people are born with different physical traits, such as skin color. No one is born with culture, but each person acquires the culture of his group as he lives and learns within it.	All cultures have systems of laws to promote order, and as the society becomes more complex it requires and develops more laws.
Culture has social, political, and economic institutions that are a product of the past.	Many important group attitudes and biases are developed within the family.	Government is necessary for the survival of all cultures, but its form may vary from culture to culture.
All cultures do not agree on what constitutes progress.	Cultural differences among groups stem from their different backgrounds, experiences, and environments and may represent different stages of development.	In some cultures all of man's energies are directed at producing enough food to survive. In such cultures the concept of democracy may be poorly developed and seem unimportant to the individual.
Advances in civilization often begin with some new exploration or cultural interchange.	As people met their basic needs, they had more time for self-expression through the arts, such as literature, drama, the dance, music, painting, sculpture, and architecture.	As cultures become more complex, men become more interdependent. Consequently, the need for men to cooperate and assume responsibility increases.
Any written account of an event always involves a decision on what to tell and what to leave out.	Improvements in transportation and communication have brought cultural areas into closer contact, facilitating and speeding up cultural changes.	As cultures become more complex and technology more advanced, there is some need for larger and larger governmental units.
Not all cultures value freedom and human liberty equally.	Conflict among groups tends to be reduced when they understand and appreciate each other's culture.	

Agrarian Handicraft and Industrial Complexes)

Economics	Geography
In underdeveloped areas of the world, people tend to be undernourished and ill-housed because they lack the machines (capital) to produce goods and services efficiently.	The cultures to be studied have a location on the earth and are related to other culture areas in terms of extent, distance, direction and time. The usability of an area is affected by its location with respect to the earth, and to people and things on earth.
While the relatively primitive practice of a person spending full time producing a single kind of product appears to be a simple level of specialization, it has provided a most effective means of rising above a meager subsistence.	Association of mapped features will help delineate cultural areas. The areal distribution of individual geographic elements, of element complexes and of cultural traits may be recorded and studied on maps.
The failure of some culture areas or nations to participate economically with other nations has slowed their economic growth.	By mapping individual cultural geographic elements (e.g. conical houses, religious beliefs, milk drinking, hog raising, etc.) or element complexes, one may discover and study culture regions, or the origin and areal spread of cultural traits.
Culture groups which are forced to spend a disproportionate amount of their time gathering or producing food for survival are thus prevented from assigning adequate effort and resources to the production of capital goods.	The more sophisticated the cultural development of an area, the greater the number and the intensity of linkages.
Those unwritten folkways and mores of a primitive society which established distinctions between communal and private property appear to have grown out of a desire to achieve economic growth and justice.	The appraisal and use of a particular areal association of "natural" earth features, or element complex, by a particular people with a particular culture, results in a unique "geographic landscape." The geographic landscapes differ from place to place especially as peoples and cultures differ. The use of earth space or materials must be in terms of the culture of the society.

Developmental Variants

Grade Seven: Man

History	Anthropology-Sociology	Political Science
In a democracy the people have the right to reform, alter, or change their government by lawful means when they so desire.	All societies attempt to establish some form of government strong enough to preserve order and insure their continuity.	Laws are made by all levels of government: school districts, municipalities, states, and national. Each governmental unit provides means of sanctions. Respect for law is essential to government.
In a democracy we expect that changes in political leadership will take place peacefully.	Habits of obedience to rules and authority are first learned in the family.	People have established various kinds of government to maintain law and order in their respective countries. A government must be strong, yet remain flexible enough to make changes when the people demand change.
Political institutions tend to persist in their original form, or at least to change slowly and reluctantly.	The political ideals and ethical values a people hold affect the whole culture and often give it a distinctive character.	The freedoms listed in the Bill of Rights are basic to our concept of democracy which also involves the obligation to see that other citizens are granted the same rights.
Every effort at reform began as the private opinion of an individual.	Different societies have different attitudes and values toward the rights of the individual as against the rights and authority of the state. We stress individual rights; totalitarian states stress the rights of the state.	The organization, regulation, and administration of government are the concerns of active citizens. Engaging in politics by upright and honest citizens is a necessity in a democracy.
It is difficult to separate fact from fiction. Every writer has his biases.	Contemporary cultures use political principles and methods established by earlier cultures and modify them to fit their own needs.	A system of checks and balances is built into our federal system to ensure that no branch or level of government oversteps its boundaries of power. International organizations and agreements attempt to prevent any one nation from becoming overly powerful.
To bring about order, governments may find it necessary to interfere with some of the freedom of individuals. The degree of interference depends upon the complexity of the society and the values of the culture.	Group living requires some institutional framework for making and enforcing decisions. This is usually supplied by government.	

in His Political World

Economics	Geography
The growing struggle for the tax dollar on the part of various units of government underscores the apparent scarcity of public resources.	Political units and their governments function with respect to each other in communities, counties, states, and nations in keeping with their location on earth.
To meet the growing demands for technical and professional specialization, various governmental units — the school district, municipality, state, and nation — are increasingly engaged in technical and professional education.	The geography of political units, that is, the spatial arrangements and relationships of people and things within and among such units, can be studied more effectively by using maps. A given place may exist at the same time within a hierarchy of functioning governmental units.
Because state governments were passing laws which restricted trade with each other, control of interstate commerce was given to the federal government.	Each governmental unit may be considered a political region. A given place may exist at the same time within a hierarchy of functioning governmental regions; for example, local, county, state, federal, and international.
Because the desires of an individual or relatively small group may conflict with the public interest, governments may need to pass laws to conserve natural resources.	Political ties are forms of geographic linkage which relate homes, schools, communities, states, and nations. These may be related to and change with the goods and services exchanged.
If healthy competition is to be maintained in a substantially free economy, the government may need to "police" the economy to control undesirable monopoly.	The kinds, productivity, and strength of political units and their spatial arrangements and relationships change in time. Such changes involve changing ideas, changing numbers and arrangement of people, and changing appraisals and uses of locations and resources.

Developmental Variants

Grade Eight:

History	Anthropology-Sociology	Political Science
People, institutions, nations, and civilizations must be flexible, adaptable, able to conform to new circumstances, new ideas, new inventions, new pressures for change or they are brushed aside.	The basic needs of men are the same whether they are civilized or not. "Civilization" implies a culture that includes a written language, community living, organized government, etc.	Laws are an outgrowth of peoples' values and customs. Each nation has its own system of laws.
Certain patterns of development and change are common to many cultures.	In some societies, social class is determined by birth; in others class structure is flexible and people move up or down the social ladder.	People frequently r e b e l against their government when it neglects the welfare of the people and frustrates their desire for a better life.
Change can bring a country to a position of leadership or can bring about a weaker position or its actual destruction.	Societies generally advance from simple to more complex cultures. "Golden Ages" occur when there is a simultaneous flowering in several areas — intellectual, artistic, political, technological, etc.	The origins of the democratic concept can be found in the history of Western Europe.
Man studies his problems of the past and the solutions reached by choice and by accident, and evaluates their impact.	In many cultures, differences among individuals are recognized and each is encouraged to develop his talents and personality as fully as possible.	Active, alert people working cooperatively through established political parties, pressure groups, or societies have been able to make the government conform to their desires, or have established a new government to meet their needs.
Primary sources give firsthand accounts of events by people who witnessed history in the making.	Within a given society at different times, and certainly among different societies, the nature, degree, and rate of cultural change varies.	Famine, war, and the atomic bomb are problems faced by the nations of the world. The use of the United Nations to settle disputes between nations is one alternative to war.
People from some cultures tend to follow democratic methods to achieve agreement. Other peoples use other methods.	As societies grow and their cultures become more complex, their laws and institutions also become more complex as well as more numerous.	

Western Civilization

Economics	Geography
As the feudal period gradually came to an end, scarcity among the tenants became more acute as the landlords seized or "enclosed" the common lands.	Each area, regardless of type, fits spatially and functionally into the world wide distribution of the separate geographic units and can be located in terms of distance and direction.
The improved transportation and increased exploration which marked the outward thrust of Western civilization in the 16th century led to an extension of geographical specialization.	Globes are necessary for understanding early navigational problems. Study the globe graticule for accurate location, direction, and for an understanding of time zones. Point, area, and line symbols are used to portray the detailed information needed. These, as well as color symbols, should be thoroughly understood.
Both the use of money, which replaced the barter system, and the devising of the process of transferring funds by use of deposit receipts, grew out of and further increased the revival of trade that marked the beginning of the modern era.	The origins and development of cultures, and their differential diffusion over the earth, create different geographies of the earth at different times, and thus changes in regional concepts result.
The question, "Who should receive the goods and services produced and in what proportion?" may be answered in different ways by different systems of government.	Interregional and international trade provide many examples of linkage between peoples and nations.
Eighteenth century mercantilism prompted the rising national states to try to control completely their entire economy, both domestic and colonial, as commerce and capitalism increased.	People's economic well being and economic development, and sometimes their survival, have been based on their appraisal and use of the earth. Peoples with similar cultures may use differently endowed earth spaces in different ways. People with different cultures may use similarly endowed areas in different ways. The result is an earth whose geography differs from place to place and is continually changing in very interesting and significant ways.

Developmental Variants

Grade Nine:

History	Anthropology-Sociology	Political Science
Powerful groups, institutions, and traditions often oppose change.	The same level of material culture may not be beneficial to or desired by all societies. Cultural variety enriches the entire human community.	Non-western nations have systems of law that are the product of their customs and values. Laws and customs serve a purpose in the country in which they evolve regardless of how strange and different they may seem to others.
The development of social, political, and economic institutions is always influenced by what has gone before.	Some societies have been destroyed by bitter internal conflicts among their groups. But more often such groups cooperate for the general good, being encouraged to do so by the customs, laws, and institutions of that society.	The form of the government differs from country to country, but its power ultimately rests on the consent of the governed. Governments providing for peaceful change of leadership are usually more prosperous than those resorting to violence.
Newly independent peoples of Asia and Africa are impatiently searching for ways to improve their living standards.	Modern times are characterized by great diversity in cultural patterns, ranging from very primitive societies in isolated areas to very highly industrialized ones like the United States and those of Western Europe.	In all democracies, decision-making lies in the people, but democracies differ in the separation of powers and the division of authority.
The actions of the great powers now and in the past are very much a part of the development of the newly independent peoples of Asia and Africa.	All cultures have been enriched by the contributions of talented people in many fields of human endeavor — technology, the arts, scholarship, etc.	Citizenship has a different meaning in different cultures. In non-democratic societies, citizenship may mean obedience to the ruling group; in newly developing nations the concept of citizenship is still developing.
Facts may often be interpreted in more than one way.	Some changes are brought about by conflicts between contrasting cultures; some are brought about through cooperation and other peaceful means.	Nations may need help in order to help themselves.
People of different cultures have different points of view based on their customs and ways of living.	In modern times there have been, and still are, many conflicts between the "haves" and "have nots" within a society and among the different societies in the world.	

Area Studies (Non-Western)

Economics	Geography
Some totalitarian states attempt to ease the problems of scarcity by government ownership of the material means of production and by denial of choice as to consumption.	In each area, or nation state, the unique content of geographic elements such as people, landforms, climates, cities, ways of working, customs and beliefs, and their spatial arrangement, creates a unique geography. These areas and geographic elements can be located and related to each other.
A country will tend to specialize in producing goods and services that require larger quantities of its abundant and, therefore, cheaper resources.	Map analysis (recording elements on maps and comparing their areal distributions) aids in discovery of cause and effect relationships and differing interactions among geographic elements. Point, area, and altitude symbols should be thoroughly understood. Various projections of the spherical globe onto flat maps result in different kinds of distortion, but each projection is useful in some respect.
Through international trade, each country has a larger market and therefore can expand its production. In turn, increased production usually means greater interdependence among nations.	Culture regions have developed out of the long continued appraisal and human occupancy of uniquely endowed segments of the earth.
An underdeveloped culture area with a dense population is faced with the problem of dedicating inadequate resources to both the raising of more food for immediate consumption and the building of a dam for hydro-electric power.	Area relationships tend to increase with technological development; conversely, technological development tends to accelerate as linkages among cultural areas increase. However, industrial development takes place at an uneven rate due in part to the cultural traits and the nature of the natural elements available.
Collectivist economics, even though they make use of exchanges and prices, will not allow the productive-distributive processes to be the automatic forces of the market in the way that substantially free economies usually do.	The distribution of natural materials, and the forms and processes of the earth's surface are significant to economic, political and social developments. The capacity of an area to meet its needs depends both upon the culture and upon the resource potential. In living in his natural habitat man not only uses its resources for his benefit, but may also remove, destroy or modify them. He needs to consider the problems of conserving earth resources and living in harmony with his environment.

Developmental Variants

Grade Ten:

History	Anthropology-Sociology	Political Science
Technological developments tend to hasten economic and social change.	Although composed of various racial and ethnic strains, the American people have similar basic needs, values, and desires.	A federal system is composed of various levels of government each with its own powers. The overlapping of these powers has caused conflicts since the establishment of our government.
In the process of building and creating a new nation, Americans were influenced by inherited values, ideas, and institutions as well as by their environment and their experiences.	Our society is pluralistic; that is, it is composed of many groups based on political, economic, social, religious, recreational, and other interests.	Compromise is necessary in a democracy where the people delegate authority to various levels and branches of government.
Technological progress has advanced at a faster rate than social progress.	The interaction between people of European origin, with various cultural patterns, and the American environment, has produced a distinctively American culture.	The extension of the franchise throughout the political history of the United States illustrates the increasingly important role of the individual citizen in a democracy.
The causes of great historical upheavals are always multiple and complex.	Our educational system has been a major factor in bringing about the "Americanization" of adults and children of foreign birth or extraction.	The political history of the United States illustrates the role of the individual citizen and the importance of, and the need for, political parties.
Complete neutrality in the description and interpretation of historical events is impossible.	Inventions and discoveries in one field usually trigger developments and advances in related fields.	During this period, the United States attempted to follow a policy of not involving itself with the other nations of the world.
In American society, citizens are expected to obey the law and use only lawful means to correct injustices.	Compromise is the normal process for resolving group conflicts in a democracy. If compromises cannot be reached, revolution or civil war may result.	

United States to 1896

Economics	Geography
The scarcity of consumer goods in preindustrial America was intensified by the need to accumulate savings for capital goods.	The discovery of the Americas extended man's knowledge of earth size, shape, and movements, and of relative locations on the earth. This extension of knowledge is still going on with more intensive study of the earth's size and shape made possible by technological developments.
The increasing level of specialization which has marked American economic growth may in part be attributed to a heritage which encourages individual initiative and inventiveness relative to the creation and utilization of new production tools.	Maps are necessary to comprehend not only the growth and change in the area of the United States, but also the continuous changes in the areal arrangement and relationships of population, settlement, resource use, transportation and production. Maps are necessary to understand the relation of early explorations to physical features and the beginning of the land survey system in the United States.
The principle of free, competitive enterprise, in which individuals and private organizations are expected to undertake projects and carry on daily tasks without prodding from the government, has characterized the American economic system from its earliest beginnings.	The geography of any given region changes, as its people develop, acquire or use each new idea or set of ideas.
While the industrialization of America was encouraged at the outset by the partnership, corporate organization, with its pooling of capital resources and minimizing of individual risk, actually made the great difference in American economic growth.	The expanding waterways, highway and railroad network in the United States became focused upon cities and linked them to agricultural, mining, and forest areas as well as to each other.
At various times in American history, the desire for increased production and domestic stability has prompted direct government subsidies, lower taxes, and higher tariffs.	The areal distribution of natural geographic elements influenced the settlement of America and the different kinds of economic patterns and societies that developed in different areas. But in appraising earth space and materials to meet their needs and desires, the American people discovered, invented, and developed ideas, knowledge, tools, techniques, institutions, and new attitudes and desires.

Developmental Variants

Grade Eleven: United

History	Anthropology-Sociology	Political Science
Technological developments tend to hasten economic and social change.	As our standard of living has risen, our needs and wants have increased, and so have our ways of satisfying them.	The process of judicial review makes the United States Government one of laws and not of men. This has been one way the Constitution has been adapted to social change.
An understanding of such factors as political stability, economic strength, and military power will show the student how the U.S. became a world power.	Various elements in the population have organized themselves into pressure groups to influence government policies on matters of concern to them.	Through implied powers, the national government has extended its authority into social and economic areas undreamed of by the Founding Fathers.
Federal power has been increasing compared with that of the states.	Modern means of transportation and communication, particularly the mass media, are increasingly standardizing our culture and reducing regional differences.	The extension of the principles of democracy to all the citizens of the United States has not yet been accomplished.
What the United States does affects people in many parts of the world, as well as our own future.	Laws and court decisions influence human behavior and help to change people's ideas and attitudes.	With the introduction of recall, referendum, initiative, direct election of Senators, direct primaries, etc. the people may make the government more responsive to their wishes.
Testing the validity and accuracy of reports on historical events is difficult but essential.	The Industrial and Agricultural Revolutions and other changes in the production and distribution of goods have profoundly altered American life in the past century.	In the 20th century the United States has assumed its position as a world power and consequently its actions profoundly affect other nations.
Students should be aware of the many threats to freedom and the importance of their own attitudes and actions concerning these threats.	Racial and ethnic tensions and conflicts among groups, resulting from historic factors, can be settled through cooperation.	

States, 1896 to Present

Economics	Geography
Much of America's gain in living standards has been made since 1900.	The expansion of the United States to the Pacific Coast and beyond and the addition of new states changed ideas of the relationships in terms of distance, direction and time. Technological development and knowledge continues to change some of these relationships both within the nation and of the United States with other areas of the earth.
Specialization has led to problems of industrial relations having to do with ownership, management, and labor.	Map study is necessary to comprehend the significance of the changing arrangements of people, resources, and political organizations in the United States. Problems of the rectangular land survey system and the plane coordinate systems are related to problems of portraying a spherical surface on flat surfaces.
In the 1920's, for example, Congress raised tariff rates to protect American industries; this prompted retaliatory action abroad which reduced world trade and thus influenced the spread of world-wide depression.	The present character of a region is partly devised from conditions that existed and events that occurred in times past. As industrialization proceeds, the number and kinds of regions that may be identified tends to increase and the regions change in size.
The kinds of jobs people have, the number of jobs open, and the amount earned all depend on how much income is spent, how much is saved, and how these savings are used.	United States' links to foreign nations via international trade have changed in the past 100 years, both in terms of nations (to which we export and import) and in terms of commodities. These links are also changing with respect to regional arrangements such as the European Common Market.
The Securities and Exchange Commission was created to protect the public from unsound buying and questionable selling of securities. This has restored public confidence in American stock trading, a vital aspect of our free economy.	The particular spatial arrangement of natural materials in the United States has influenced the political, economic, and social developments. These "cultural" developments and their areal arrangements, in turn, influence the appraisal and use of natural materials. California, for example, has had markedly different geographies during different periods: The pre-Columbian, Spanish mission, gold rush, wheat farming, irrigated agriculture, and the modern industrial period.

Grade Twelve: Selected Problems and the

History	Anthropology-Sociology	Political Science
Urbanization, industrialization, and migration are bringing about changes that are creating new problems that demand critical analysis by informed citizens.	People the world over are demanding a fairer share of the world's goods so they can raise their standard of living. This is often referred to as the "revolution of rising expectations."	As nations grow closer together through communication, transportation, and interdependence, the demand and need for international law increases.
Patterns of behavior are largely products of the past. In order to arrive at solutions to new problems, this must be taken into account.	The family is a major instrument for molding one's viewpoint on practically all important issues of everyday life.	Dictators often emerge after a nation goes through long years of unrest, war, civil strife, or economic disorders.
Problems are the price of progress, and progress generally involves struggle. Failure to solve its problems may lead to disintegration of a society.	Societies with advanced technological cultures often help less developed areas achieve a greater degree of modernity and prosperity, but underdeveloped areas do not necessarily wish to copy all aspects of advanced cultures.	Democratic government is not easily or rapidly secured nor easily maintained.
Every policy (including doing nothing at all) involves certain risks. Rational and objective consideration of alternatives reduces the possibility of error.	Human nature is basically similar throughout the world. But humans take on the characteristics of their culture — indeed they become "human" — as they acquire its values, knowledge and skills. They in turn modify that culture through their contributions in technology, the arts, etc.	Autocracy, or similar centralization of power in one man, or body, develops when citizens shirk their responsibilities.
Each impression of an event is influenced by the experience and culture of the observer.	People tend to accept technological changes more readily than changes in the nonmaterial aspects of their culture. This creates social problems and even crises that can be overcome by cooperative effort.	All nations in the modern world are part of a global, interdependent system of economic, sociological, cultural, and political life.
Equal treatment and justice for all citizens are important goals for democracy.	In all societies, informal controls of behavior, such as customs and mores, are reinforced by more formal controls, such as laws and institutions.	

Courses in History, Geography, Social Sciences

Economics	Geography
Despite an apparent abundance in America today, such economic problems as more equitable distribution of income and the need to match productive capacity to newly created wants present continuing challenges.	Geography is concerned with observing, recording, analyzing and understanding spatial or areal distributions, associations, interrelationships, and movements of geographic elements, and their significance for people and places.
Automation, the apparent ultimate in specialization, is presently compounding the problems inherent in unemployment and occupational relocation.	The initial step in scientific study of the planning and use of an area is to observe, measure and map significant geographic elements, such as people, earth resources, uses of land, kinds of production and occupations, routes and means of transportation and communication, movements of people and goods, areal distribution of wealth, income and taxes, governmental units, schools, shopping centers, and other features.
Decreasing net income per farm appears to be the result of too many farm products competing for the consumer's dollar while production costs continue to mount. Consumer and marketing cooperatives have been organized in attempts to meet this dilemma.	There are regions within cities. Examples are the central business district, differing residential areas, wholesale warehouse districts, industrial factory districts, and park and recreational areas. There are also regions of industrial cities such as the Pittsburgh area or the Ruhr Valley of Germany, regions of port cities, or regions of small trading-shipping cities.
A sound national economy with reasonably full employment is dependent upon the degree to which Gross National Product is purchased. Such purchases, in turn, are the result of a shifting combination of consumer, business, government, and foreign demands.	A city is a complicated maze of internal and external linkages. There are functional relationships within its borders and functional relationships between a point within it and a point outside it.
The Federal Reserve System, a compromise partnership between government and private citizen, influences the entire credit system of American banking and business in order to alleviate situations which contribute to a boom-bust cycle.	Cities develop at unique locations where people and institutions are concentrated in order to perform services or produce goods for themselves and for a surrounding region or hinterland. The hinterland may be a small farming or mining area or, in a case such as New York or London, it may comprise the whole nation or world. As ideas and technologies change, the functions, sizes, and importance of cities change and give rise to problems which must be studied and solved.

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Generalizations Incorporating

Major Social Studies Concepts

Economics	Geography
I. The conflict between unlimited wants and limited natural and human resources is the basic economic problem. *Scarcity* still persists in the world today. **(Scarcity)**	I. *Spatial relationship* exists between any place on earth and all other places. A relationship between two or more locations involves direction, distance and time. **(Spatial relationship)**
II. Man constantly tries to narrow the gap between limited resources and unlimited wants. Geographical, occupational, and technological *specialization (division of labor)* are the results of his desire to produce more, better, and faster. **(Specialization)**	II. *Maps* are representations of all or parts of the earth. They are used to record and analyze the spatial distributions and relationships of earth features and of people and their life on the earth. **(Maps)**
III. Specialization leads to *interdependence* which demands a *market* where buyers and sellers can meet. The market, in turn, needs *money* which will serve as a medium of exchange, measure of value, and a store of value. **(Price)**	III. *Region* refers to an area which is delimited as being significantly different from other areas on the basis of one or more selected physical or cultural characteristics. **(Region)**
IV. All of mankind is faced with four economic decisions: 1) What and how much to produce? 2) How much and in what way *land* (natural resources), *labor* and *management* and *capital* (tools) are to be used for production? 3) Are the goods and services to be used for further production or immediate consumption? 4) Who shall receive the products and in what proportion? (*distribution*) **(Economic decisions)**	IV. *Geographic linkage* is evident among countless human settlements through the exchange of messages, goods and services. **(Linkage)**
V. *Public policy*, derived from a people's value system, modifies the operation of the market to promote *economic growth, stability,* and *security* while attempting to minimize restrictions and injustices. **(Business cycles)**	V. *New geographies* are created as people develop new ideas and technology, and as their appraisal and use of earth spaces change. They rearrange themselves, their activities and their creations over the earth and even modify features of the earth itself. **(New geographies)**